

**Kentucky Department of Education  
Next Generation Support Systems – Program Reviews  
Summary Feedback from Stakeholder Groups  
Attachment B**

**National Technical Advisory Panel**

***Process***

- Expressed concern about the self reporting aspect of program reviews when it comes to accountability.
- Stated that the quality of the rubric is essential for establishing quality standards. The rubric must show the specifics of how to get from one category to the next.

***Accountability and Reporting***

- Indicated that a dashboard using colors is a form of “accountability” just as reporting out is a form of accountability.
- Encouraged KDE to avoid the use of rigid formulas to generate numbers, reiterated the importance of schools understanding quality indicators, and also explained that if done well, program reviews require significant time and work in data collection.

**SCAAC**

***Accountability and Reporting***

- Stated that results of the program reviews should be reported out by district at the program and standards level by color and performance category. Data on demonstrators should be available to districts and schools for the purpose of program improvement.

**Superintendents Advisory Council**

***Process, including district responsibilities***

- Expressed concern about the guidance related to district/school contracts for improvement based on demonstrators of weakness. Hoped to see school improvement efforts captured in the school’s comprehensive school improvement plan rather than a different contract/agreement. The district responsibilities would be to address issues in a tiered system of supports (over a three-year period for continuous improvement) as outlined in the bullet below.
- Recommended a tiered system of supports for consequences/rewards. For example, in year 1, schools would address opportunities for improvement in their Comprehensive School Improvement Plan. In year 2, schools would collaborate with the district for improvement planning and the district would support. In year 3, school council authority could be limited and more authority would go the superintendent in issues related to quality of programs and school improvement in the program review areas.